

Westminster Elementary

206 Hamilton Dr.

Westminster, South Carolina 29693

Grades	K-5 Elementary School	
Enrollment	456 Students	
Principal	N. Michael McLeod	864-647-3056
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Below Average	Yes

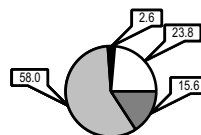
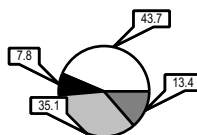
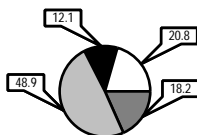
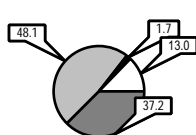
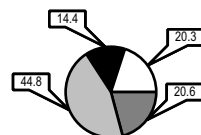
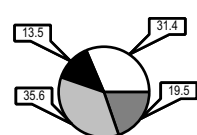
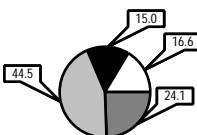
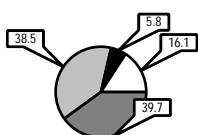
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	246	100.0	13.0	48.1	37.2	1.7	51.5	Yes	Yes
Gender									
Male	125	100.0	16.5	44.3	38.3	0.9	49.6		
Female	121	100.0	9.5	51.7	36.2	2.6	53.4		
Racial/Ethnic Group									
White	228	100.0	12.7	46.9	39.0	1.4	52.6	Yes	Yes
African American	11	100.0	18.2	72.7	9.1	0.0	27.3	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	15.1	44.3	38.4	2.2	55.7		
Disabled	49	100.0	4.3	63.0	32.6	0.0	34.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	13.0	48.1	37.2	1.7	51.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	12.7	48.0	37.6	1.7	52.0		
Socio-Economic Status									
Subsidized meals	154	100.0	15.5	49.3	35.2	0.0	50.7	Yes	Yes
Full-pay meals	91	100.0	9.0	46.1	40.4	4.5	52.8		

Mathematics – State Performance Objective = 36.7%									
All Students	246	100.0	20.8	48.9	18.2	12.1	43.7	Yes	Yes
Gender									
Male	125	100.0	23.5	46.1	19.1	11.3	47.8		
Female	121	100.0	18.1	51.7	17.2	12.9	39.7		
Racial/Ethnic Group									
White	228	100.0	20.2	48.4	19.2	12.2	45.1	Yes	Yes
African American	11	100.0	27.3	63.6	0.0	9.1	27.3	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	17.3	47.0	20.5	15.1	49.7		
Disabled	49	100.0	34.8	56.5	8.7	0.0	19.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	20.8	48.9	18.2	12.1	43.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	20.1	49.3	18.3	12.2	44.1		
Socio-Economic Status									
Subsidized meals	154	100.0	24.6	50.7	14.1	10.6	38.7	Yes	Yes
Full-pay meals	91	100.0	14.6	46.1	24.7	14.6	51.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	246	100.0	43.7	35.1	13.4	7.8	21.2
Gender							
Male	125	100.0	38.3	38.3	13.9	9.6	23.5
Female	121	100.0	49.1	31.9	12.9	6.0	19.0
Racial/Ethnic Group							
White	228	100.0	41.3	36.6	13.6	8.5	22.1
African American	11	100.0	81.8	9.1	9.1	0.0	9.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	38.4	36.8	15.7	9.2	24.9
Disabled	49	100.0	65.2	28.3	4.3	2.2	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	43.7	35.1	13.4	7.8	21.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	43.2	35.4	13.5	7.9	21.4
Socio-Economic Status							
Subsidized meals	154	100.0	50.0	34.5	10.6	4.9	15.5
Full-pay meals	91	100.0	33.7	36.0	18.0	12.4	30.3

Social Studies							
All Students	246	100.0	23.8	58.0	15.6	2.6	18.2
Gender							
Male	125	100.0	24.3	53.0	20.0	2.6	22.6
Female	121	100.0	23.3	62.9	11.2	2.6	13.8
Racial/Ethnic Group							
White	228	100.0	23.5	58.2	16.0	2.3	18.3
African American	11	100.0	27.3	63.6	9.1	0.0	9.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	21.6	56.8	18.4	3.2	21.6
Disabled	49	100.0	32.6	63.0	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	23.8	58.0	15.6	2.6	18.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	23.1	58.5	15.7	2.6	18.3
Socio-Economic Status							
Subsidized meals	154	100.0	30.3	54.2	14.8	0.7	15.5
Full-pay meals	91	100.0	13.5	64.0	16.9	5.6	22.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	74	100.0	9.0	56.7	29.9	4.5	34.3
	4	74	100.0	13.7	50.7	35.6	N/A	35.6
	5	84	98.8	18.2	55.8	24.7	1.3	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	10.7	36.9	51.2	1.2	52.4
	4	77	100.0	17.8	52.1	26.0	4.1	30.1
	5	80	100.0	10.8	56.8	32.4	0.0	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	74	100.0	19.4	64.2	14.9	1.5	16.4
	4	74	100.0	11.0	45.2	26.0	17.8	43.8
	5	84	98.8	11.7	46.8	27.3	14.3	41.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	26.2	65.5	8.3	0.0	8.3
	4	77	100.0	16.4	45.2	26.0	12.3	38.4
	5	80	100.0	18.9	33.8	21.6	25.7	47.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	89	100.0	47.6	40.5	10.7	1.2	11.9
	4	77	100.0	46.6	32.9	16.4	4.1	20.5
	5	80	100.0	36.5	31.1	13.5	18.9	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	89	100.0	26.2	53.6	20.2	0.0	20.2
	4	77	100.0	19.2	65.8	8.2	6.8	15.1
	5	80	100.0	25.7	55.4	17.6	1.4	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 456)				
First graders who attended full-day kindergarten	92.6%	Down from 95.8%	100.0%	100.0%
Retention rate	3.6%	Up from 3.4%	2.6%	3.0%
Attendance rate	96.0%	Down from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.2%	Down from 15.6%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%	Down from 14.3%	2.7%	3.2%
Eligible for gifted and talented	14.2%	Down from 17.2%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Down from 11.1%	7.9%	8.2%
Older than usual for grade	1.8%	Up from 1.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	48.7%	Down from 51.4%	53.1%	52.6%
Continuing contract teachers	84.6%	Up from 83.8%	84.6%	83.3%
Highly qualified teachers	100.0%	Up from 97.0%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 86.5%	89.2%	87.0%
Teacher attendance rate	93.5%	Down from 94.3%	94.8%	95.0%
Average teacher salary	\$40,910	Up 4.4%	\$42,430	\$41,703
Prof. development days/teacher	12.3 days	Down from 14.4 days	12.3 days	12.8 days
School				
Principal's years at school	8.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	N/R	19.6 to 1	18.8 to 1
Prime instructional time	87.7%	Down from 88.8%	90.0%	89.8%
Dollars spent per pupil*	\$6,362	Down 5.3%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Down from 65.4%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Elementary School (WES) is committed to providing a positive culture for learning where our mission to develop literate, responsible, productive, lifelong learners is more than statement of purpose. We do believe all children can learn. We recognize that teaching children to love learning itself is necessary for students to reach their highest potential. We also recognize that it is our responsibility to motivate our students and encourage them to build strong character while becoming experts in the understanding of how they learn.

We have seen an increase in the number of teachers participating in professional growth and staff development opportunities especially in the areas of technology, literacy and math. Eight teachers were selected to serve on Literacy and Math Lead Teams. Through their year-long training program and professional growth workshops, they were able to share new approaches to effective teaching strategies and best practices for instruction with their colleagues. LCD projectors, CPS remote technology systems and Smart Boards are starting to show up in many of our classrooms. Quality release time was provided for teachers to analyze MAP DATA so that teachers could better focus their instruction on the areas of greatest need. Our Media Specialist has updated the non-fiction and support resources areas of our media center, as well as added new technology and software for teacher and student access.

A reading specialist, a reading coach and an intervention specialist were added to our staff. Special education full inclusion has replaced the traditional pull-out model. Honors art, honors music and an after-school student percussion ensemble were added to our arts offerings. Our music teacher introduced an integrated music and movement support program called Fine Arts Infusion into the Classroom Experience. (FACE). Through this inclusion program, math and reading skills were taught through music and movement.

We are proud to announce that WES has once again earned the Writing Improvement Network's "Exemplary Writing Award" and the SCASA "Closing the Achievement Gap" Award. In addition, WES received the 100% Governor's Reading Honor Roll and the KOBA Oconee County Recycling Award. It is evident that our students and staff have not only developed a good work ethic, but are also taking pride and ownership in their work.

Next year we will focus our attention in three areas. First, our staff will participate in a year-long comprehensive staff development effort in the 6+1 Writing Process. Second, we will implement a series of strategies through higher order thinking skills to promote growth in student achievement. Finally, our entire school and community will participate in the Healthy Schools Initiative.

We are all confident that developing good habits and living a healthy lifestyle will contribute to our ability to achieve our goals. WES is on the move and will be ready to meet the challenges of 2005-2006.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	70	41
Percent satisfied with learning environment	100.0%	82.9%	82.9%
Percent satisfied with social and physical environment	100.0%	91.4%	80.5%
Percent satisfied with school-home relations	70.6%	90.0%	78.0%

*Only students at the highest elementary school grade level at this school and their parents were included.